

Historic, Archive Document

Do not assume content reflects current
scientific knowledge, policies, or practices.

A275.2
Ex824S

UNITED STATES
DEPARTMENT OF AGRICULTURE
LIBRARY



BOOK NUMBER
912780

A275.2
Ex824S

Federal Extension Service
U. S. Department of Agriculture

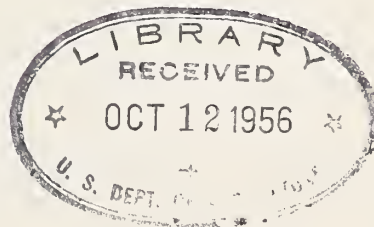
A STUDY OF PRESENT 4-H PROGRAMS

by

MARVIN WALTER BOSS

NATIONAL 4-H FELLOW

1954-55



Duplicated in Div. of Ext. Res. and Trng.
ER&T 128(6-55)

TABLE OF CONTENTS

912780

	Page
THE PURPOSE OF THIS PAPER	1
BACKGROUND INFORMATION	1
THE QUESTIONNAIRE	2
Preparation and Use	2
Response	3
Limitations	3
WHAT THE STUDY REVEALS	4
Vocational Exploration	4
The Present Program	5
Suggestions.	9
Acceptance	10
The Present Program.	11
Suggestions	13
Self Sufficiency.	14
The Present Program	15
Suggestions	17
Values to Live By	18
The Present Program	19
Suggestions	22
Understanding Counsel	23
The Present Program	24
Suggestions	27
Recreation	28
The Present Program	29
Suggestions.	30
Choosing A Mate.	31
The Present Program	32
Suggestions.	33
SUMMARY AND DISCUSSION	34

THE PURPOSE OF THIS PAPER

The purpose of this paper is to report a study of 4-H programs in relation to the needs and interests of the fourteen to twenty-one year old age group. This study was directed toward obtaining answers to the following questions: How effective are present 4-H programs in meeting the various needs and interests of young people? What programs are now being used to meet these needs and interests? What are the strengths and weaknesses of these programs? What are some suggested programs which might increase the future effectiveness of 4-H clubs in meeting needs and interests of young people?

BACKGROUND INFORMATION

4-H leaders have for many years expressed a growing concern over the failure of 4-H clubs to reach and hold members in the adolescent and late adolescent age groups. 4-H enrollment figures for the United States point up this problem. Information made available by the Division of 4-H and YMW Programs, Federal Extension Service, shows that in 1953 54.8 percent of all 4-H members were twelve years or younger, 69.1 percent were thirteen or younger, and 80.5 percent were fourteen or younger. Table 1 illustrates the sharp and steady decrease in club members for each age group above twelve years.

Table 1. 4-H Enrollment and Percent of Total Enrollment by Ages in United States in 1953

Age	Number of Members	Percent of Total Enrollment
10 and under	430,607	20.9
11	356,498	17.35
12	340,737	16.55
13	295,118	14.3
14	233,874	11.4
15	169,894	8.3
16	118,219	5.7
17-20	112,997	5.5
Total	2,058,144	100.0

If members under ten years are not included in the ten year old age group,¹ there would be very little difference in number of members in the ten, eleven, and twelve year age groups. Above twelve years of age

¹No provision is made in report forms for 4-H members under ten years of age. As a result they are included with the ten year old members.

the number of members in each age group shows a marked decrease when compared with the number of members in the next lower age group. This decrease ranges from forty-five to sixty-four thousand members for each year's increase in age from thirteen to sixteen. These sharp decreases in membership correspond with the age of adolescence. This has led 4-H workers to believe that present 4-H programs are neglecting the needs and interests of adolescents.

At the 1954 National 4-H Club Camp a committee of State and Federal Extension workers discussed this problem. Their recommendations included the following:

That a new concept of membership and program be adopted for youth fourteen to twenty-one years of age.... The underlying basis for this new concept is the desire of the committee to focus attention upon the development of social skills and abilities; also feelings of self esteem. This would supplement the manual skills and other developments which occur through the present project method.²

Late in 1954, as a result of several years of study, the Division of 4-H and YMW Programs, Federal Extension Service, prepared "A Four-Fly Extension Program for Young People".³ This outline emphasized the planning of youth programs based on the needs and interests of the young people. A list of proposed needs and interests was included in this outline. This list of proposed needs and interests provides the basis of this study.

THE QUESTIONNAIRE

The questionnaire grew out of a study problem which was a part of the National 4-H Fellowship Program in which the writer was participating. The questionnaire was prepared with the advice of staff members of the Division of 4-H and YMW Programs and the Division of Extension Research and Training, Federal Extension Service.

Preparation and Use

The questionnaire was sent to 4-H Program Leaders in each of the forty-eight states and three territories. In each of seven need-interest areas these 4-H leaders were asked to: 1 - Rate their 4-H program as to its effectiveness in meeting this need-interest of young people, ages fourteen to twenty-one. 2 - Name and describe programs which they have tried which help to meet this need-interest. 3 - State strengths and weaknesses of these programs. 4 - Suggest other programs which they would like to try or see tried in this need-interest area. 5 - List counties and programs that have been successful within this need-interest area.

²
1954 National 4-H Club Camp Exploratory Committee, The Graded Approach to 4-H Club Work, pp. 1-2, Washington, D.C.: USDA, 1954

³
Federal Extension Service, USDA, Tooling Up for the Job, Washington, D.C. 1954.

The seven need-interest areas were selected from those which had been outlined by the Division of 4-H and YMW Programs, Federal Extension Service.⁴ Five of these - "Vocational Exploration," "Acceptance," "Self Sufficiency," "Values to Live By," and "Understanding Counsel" - were listed as needs and interests of adolescents. The other two - "Recreation," and "Choosing a Mate" -- were selected from the list of needs and interests of young adults.

In addition to the questionnaires the State 4-H Leaders were sent a letter of explanation and an outline of the needs-interests. A letter of introduction from Mr. E. W. Aiton, Director, Division of 4-H and YMW Programs, Federal Extension Service, accompanied the materials.

Response

The questionnaire was mailed December 20, 1954. Two follow-up letters were mailed at one month intervals. Completed or partially completed questionnaires were received from forty-three states and one territory. Three of the five states that did not return the questionnaire answered stating that they either did not understand the questionnaire sufficiently or did not have time to complete it. Two states and two territories did not reply.

There was considerable variation in the extent that the questions were answered. Several states did not list any suggested programs.

Limitations

There are several limitations to a study of this nature, some of which were recognized when the study was planned; others were pointed out in the replies.

One of the very apparent limitations is the difficulty of reaching definite conclusions. However, the main purpose of this study was to report.

Perhaps the greatest limitation to this study is the difficulty of carrying out a specific program to meet a specific need-interest. One state leader stated, "The teaching that takes place is done rather naturally without stressing the specific item."

Another limitation is that of semantics. Some of the terms used to describe the need-interest areas have different meanings to different individuals. This was apparent in some of the replies.

Lack of a standard means for measuring effectiveness of programs poses a problem. Because of this it is impossible to make direct comparisons in programs carried on in different states. However, comparisons can be made to show in which of the need-interest areas 4-H programs are most effective.

⁴Ibid., pp. 2-3

While there are other limitations, these seem to be the major ones worthy of mention.

WHAT THE STUDY REVEALS

The study revealed a significant difference in the effectiveness of 4-H programs in each of the need-interest areas. 4-H programs would appear to be much more effective in meeting the needs and interests - "Recreation," "Acceptance," "Values to Live By," and "Self Sufficiency" - than they are in meeting the needs and interests - "Vocational Exploration," "Understanding Counsel," and "Choosing a Mate." Table 2, showing the relative effectiveness of 4-H programs in each of the need-interest areas, illustrates this point.

Table 2. Effectiveness Ratings of 4-H Programs in Need-Interest Areas⁵

Need-Interest Area	Effectiveness Rating
Recreation	2.09
Acceptance	2.14
Values to Live By	2.23
Self Sufficiency	2.30
Vocational Exploration	2.69
Understanding Counsel	2.96
Choosing a Mate	3.06

Other results of the study will be discussed under each of the need-interest areas. Programs that were reported by states undoubtedly do not represent the total of the programs in a state. They do represent those that the state leader felt to be the most important in a particular need-interest area.

Vocational Exploration

On the need-interest list accompanying the questionnaire, "Vocational Exploration" was explained as follows: "Opportunity to learn more of farming as a business and of other occupations in agriculture and other fields. Also opportunity to learn business methods and ways of financing."

⁵ Effectiveness rating is determined on the basis of 1 for very good, 2 for good, 3 for fair and 4 for poor. Thus a need-interest area would receive a rating of 1 if every state leader rated their program as very good in this particular area. If every state leader rated their program poor for a need-interest area, this need-interest area would receive a rating of 4.

As noted above, "Vocational Exploration" is one of the need-interest areas in which 4-H programs are relatively least effective. (see Table 2). Table 3 also points up the relative ineffectiveness of 4-H programs in this need-interest area.

Table 3. State 4-H Leaders' Ratings of Their 4-H Programs for Effectiveness in Meeting the Need-Interest, "Vocational Exploration".

Rating	Number of States
Very Good	2
Good	11
Fair	27
Poor	2
No Answer	2

More than two-thirds of the state leaders rated their programs as fair or poor.

The Present Program. Projects, tours, and state events were the three programs most frequently mentioned as being used to meet the need-interest. "Vocational Exploration". Table 4 summarizes the program tools which were reported by states. Marketing experience is not listed as such,

Table 4. Program Tools Reported by State 4-H Leaders as Meeting the Need-Interest, "Vocational Exploration".

Program Tool	Number of States Reporting
Projects	25
Tours	24
State Events	13
Discussions (County and Club Level)	6
Career Days	4
Cooperative Marketing Programs	3
Personal Counseling	2
Marketing Demonstrations	2
Charting Program	1
News Articles	1

although several states indicated that it was part of their project or tour programs.

Two of the overall strengths of programs in "Vocational Explorations" are the interest of the agents and the opportunities for young people to have a voice in planning their programs. The weakness most frequently reported is that the programs are not planned with "Vocational Exploration" in mind. The values arising are mostly incidental to the main purpose of the programs. Shortage of trained personnel was also frequently mentioned as a weakness. This shortage was suggested in the lack of time and contacts by agents and in a need for agents to have more guidance training. Other limitations frequently reported were the lack of materials and helps available to leaders, programs geared to the interests of younger members, and "Vocational Exploration" in agriculture and home economics only.

Projects which were listed on twenty-four of the questionnaires were said to provide opportunities for "Vocational Exploration" in the following ways:

- 1 - Marketing of projects.
- 2 - Business methods -- including partnerships, financing and records.
- 3 - Money making opportunities.
- 4 - Experiences at fairs and other livestock shows.
- 5 - Individual ownership and selection.
- 6 - Advanced phases of project work - basis for entering profession.
- 7 - Feeding and management experiences.
- 8 - Experience in several kinds of projects.

All kinds of projects were reported. Livestock, crop and agricultural engineering projects were most frequently mentioned. Some of the projects that seemed to place special emphasis on "Vocational Exploration" included: Farm Business Project in Georgia; Marketing Project in Tennessee; Home Economics Consumer Buying Project in Henry County, Illinois and Plymouth County, Massachusetts; Group Living Project in Wyoming; and Junior Farmer Project in New Hampshire which gives project credit for any kind of farm work.

Some of the strong points of projects were:

- 1 - Can be adjusted to most any situation.
- 2 - Give opportunities for recognition.
- 3 - Put stress on and give responsibility of ownership.
- 4 - Opportunities for marketing experience.

- 5 - More than one project helps member find real interest.
- 6 - Challenging to members.
- 7 - Individual emphasis.
- 8 - Learning by doing.
- 9 - Excellent participation.

Weaknesses of projects reported were:

- 1 - Not emphasized as vocational opportunities.
- 2 - Emphasis is on winning.
- 3 - Members do not own projects.
- 4 - Same routine year after year.
- 5 - Cost too much.
- 6 - No room for project expansion -- lack of facilities.
- 7 - Partnerships designed for ownership only.

Tours are quite varied in their scope and purpose. Club, county, district and state tours were reported. In most cases "Vocational Exploration" was not the main purpose of the tour, but was listed as one of the incidental values. An outstanding example of a tour specifically organized to explore vocational opportunities is the Annual Massachusetts Teen Tour. Each year three to four hundred older girls spend one day in Boston visiting institutions and offices to get information on different vocations. This tour is described as "One of the highlights of the year for older club members."

The following types of tours were listed as providing some opportunities for "Vocational Exploration":

- 1 - Farm and home.
- 2 - Marketing - producer and consumer.
- 3 - Agricultural and general industry.
- 4 - Business - including Cooperatives, Boards of Trade and offices.
- 5 - Merchandising centers.
- 6 - Citizenship - Court house, etc.
- 7 - Educational institutions - colleges, museums, libraries.

Some of the strengths of tours are as follows:

- 1 - Excellent for teaching purchasing, marketing, and place of the farmer in marketing process.
- 2 - Provide contacts with good farmers and businessmen.
- 3 - Give ideas as to how others make a living.
- 4 - Popular, successful and easily arranged.
- 5 - Opportunities to see excellent farming practices.
- 6 - Vocational tours give good results.

Lack of time to study vocational opportunities, no follow-up to the tours, sporadic programs, and the fact that most of the values in this area are incidental constitute the major limitations to tours programs as "Vocational Exploration" opportunities.

State events reported as providing vocational opportunities included club congress, short course, camp, junior leaders conference, and farm and home week. At these events four methods are used - speakers, tours, discussions and personal counseling. In addition to the usual tours of the campus during state 4-H week, Minnesota 4-H members tour industrial plants, market facilities, and agricultural processing plants. State leaders feel that these programs at state events are valuable but point out that many times these opportunities are helpful only for those interested in agriculture and home economics, or for those interested in attending college. Other weaknesses include lack of follow-up and the limited number that can participate.

Six states listed county and club discussions of vocational opportunities. New Jersey has "Vocational Exploration" programs on a county level which are planned by older member clubs and county 4-H councils. Local people are used as sources of information for these meetings. One of the very strong points of this type of program is that the members express their own interests and plan their own program. Limitations are the lack of materials and discussion helps and the need for training discussion leaders.

Four states indicated that either they participated in career day programs sponsored by others or some county career days were conducted. Lee County, Iowa, conducts annual career day programs for 4-H members.

Cooperative Marketing Programs were reported by three states. Oklahoma lists as two objectives of their program: 1 -- To study voluntary group action by rural people in improving their income and standard of living and; 2 - To study "Off the Farm Business". Some of the topics studied in this program include: How a Community is Organized; Our Needs Are Met Through Business; The Relation of Government to Business; What It Takes to Make a Business; The Individually Owned Business; The Partnership; The Ordinary Business Corporation; The Cooperative; and The American Private Enterprise System.

Included in the Utah Cooperative Marketing Program are tours to marketing centers, cooperative buying and selling by members, and attendance at meetings of the state and national cooperative councils. These programs have been quite successful with those participating. Limited opportunities and lack of member interest seem to be the biggest limiting factors.

The West Virginia Charting Program, which is a personal development program for older members, includes a section called "Vocational Choice". Members are asked to list:

- 1 - The vocations in which they are most interested.
- 2 - Their reasons for choosing these vocations.
- 3 - What they have done to learn more about these vocations.
- 4 - Where they hope to get more information.
- 5 - The principal requirements for these vocations:
- 6 - Their qualifications which enable them to meet these requirements.
- 7 - How school work has or will help them.
- 8 - Their future plans.

The charting program is described as "An excellent device for stimulating and measuring 4-H development of members."

Suggested Programs

Many of the suggested programs were among those listed as present programs in other states. A number of the suggestions also included expansion of the present programs. Following is a summary of the programs suggested by the State Leaders.

- 1 - Projects.
 - a. "Choosing a Vocation" project.
 - b. Farm Management project.
 - c. Expand electronics projects.
 - d. Expand insecticide husbandry projects.
 - e. Long range projects pointed toward farming as a vocation. (Definite plan for increasing size and scope of project).
 - f. More emphasis on partnerships.

- 2 - Emphasize personal development and improvement. (Field of human relations).
- 3 - Expand discussions through use of prepared materials and training programs for discussion leaders.
- 4 - Include "Vocational Exploration" as part of the Junior Leadership program.
- 5 - Marketing.
 - a. Selling by grade.
 - b. Vegetable marketing activity.
 - c. Emphasis on more marketing activities.
- 6 - Community or county career day programs.
- 7 - Wider use of group system awards. Spread recognition.
- 8 - Exchanges between areas of the state and between farm and city.
- 9 - Definite program for older members.
- 10 - Expand tours programs on all levels. Make "Vocational Exploration" the main objective.
- 11 - Cooperate with other agencies.
- 12 - Vocational and marketing trips instead of team contest trips.
- 13 - Greater participation in Cooperative Award programs.

Two states suggested that "Vocational Exploration" was not too important to 4-H work. They felt that the schools are meeting this need and doing it best; therefore, they feel that the schools should do the most training in this field.

Acceptance

"Acceptance" was defined as "The opportunity for the individual to have contacts with persons of his own age, with adults, and with members of the opposite sex."

State 4-H leaders indicated that 4-H programs were

Table 5. State 4-H Leaders Ratings of Their 4-H Programs for Effectiveness in Meeting the Need-Interest, "Acceptance".

Rating	Number of States
Very Good	6
Good	28
Fair	8
Poor	2
No Answer	0

relatively effective in this need-interest area. (See Table 2) More than three-fourths of the state programs were rated good or very good as shown by Table 5.

The Present Program.

Activities which afforded opportunities to meet people or which gave members responsibility were reported most frequently as effective tools in meeting the need-interest, "Acceptance". The effective tools listed seemed to be based more on the organizational structure of 4-H rather than on program content. Table 6 summarizes the effective tools reported in the area of "Acceptance".

Table 6. Program Tools Reported by State 4-H Leaders as meeting the Need-Interest, "Acceptance".

Program Tool	Number of States Reporting
Coeducational Programs	24
Junior Leadership	17
Camps	13
Club Planning and Leadership Responsibilities (Other Than Junior Leadership)	12
Recreation Activities	9
Service Programs and Community Responsibilities	8
Planned Programs in Social Relationships	6
Senior 4-H Program	5
Awards and Recognition	3
All Stars (Member Ranking System)	1
Project Work According to Age Level	1

In discussing the overall strength of 4-H programs in this area it would be only natural to mention first that 4-H is open to everyone. The most frequently reported strength was that members have opportunities to work and plan together. This was stated in many ways, such as: "All ages have opportunities to do things together." "Boys, girls, and adults all working together." "Opportunities for boys and girls to plan together." "The members feel important" was reported frequently as a strength of programs which give the members responsibilities and opportunities for advancement.

The need of agents and leaders to be adequately trained in understanding the needs of young people and in using the best techniques in working with young people was the most frequently reported weakness in meeting the need-interest, "Acceptance". Several state leaders felt that the present programs were helping most the members who needed help least. Lack of projects and activities in personality development and the need for expansion of present programs to include more members were frequently mentioned as weaknesses.

Table 6 shows that coeducational programs was the most frequently reported program tool. Club, county, district and state programs were all included. States without coeducational clubs seemed to be as conscious of the desirability of coeducational programs as those with coeducational clubs. This was demonstrated by the weaknesses reported and the programs suggested by the states not having coeducational clubs. States listing coeducational programs pointed out the opportunities for wholesome boy-girl activities as a strength of these programs. It was suggested that coeducational programs require more and better trained leaders because of a need for closer supervision and guidance.

Junior leadership and other opportunities for responsibility and leadership were reported many times. Seventeen states reported junior leadership; twelve states reported club planning and leadership responsibilities; and eight states reported service programs and community responsibilities. Included in these responsibilities are such things as serving as officers, committee work, representing 4-H at county, district and state events, serving on county planning groups and working with adult groups. The major strength of these programs was the feeling of importance given the members. The big weaknesses of these programs are the need for more opportunities, the tendency for a few, who need it least, to receive most of the opportunities, and the lack of acceptance on the part of some adults.

Camps were thought to be effective in the area of "Acceptance" in at least three ways. They provided coeducational experiences for members of the same age; they provided members with positions

of responsibility; and they provided time for discussion of boy-girl relations personality development and other related subjects.

Recreational activities included social activities, sports, and Share the Fun programs. Contacts in social activities, opportunities for all to participate in sports, and recognition afforded in Share the Fun programs were stressed as being important.

Planned programs in social relationships were reported in six states. These programs were usually part of a state or county event such as camp or short course and included discussions and speakers on such subjects as personality, grooming, manners, and boy-girl relationships. As part of their program, Montana has leaders' discussions on "Understanding Needs of Youth".

Senior 4-H and similar programs provide opportunities for those of the same age to plan programs which fit their own needs. A difficulty of this type of program is the adjustment which must be made in methods of working with the group. This requires a better trained and more understanding leader.

Awards and material recognition were reported to be effective when they were distributed among many members and based on achievements related to the members' abilities.

California uses a member ranking system which provides opportunity for advancement. This system includes senior, silver and all star member rating. They feel that this program has been quite successful.

Suggested Programs.

Many of the suggested programs were not specific. Several suggested expansion of and placing greater emphasis on present programs. The suggested programs are summarized as follows:

- 1 - In a selected area organize 4-H club work with no completion requirements, allowing the group to set their own standards.
- 2 - Projects and activities.
 - a. Pennsylvania has just started a project, "When You Step Out".
 - b. Develop projects or activities such as "Personality Improvement", "Good Grooming for Boys", "Social Courtesies".
- 3 - Select Club Congress delegates on basis of outstanding club members, not project.

- 4 - More discussions and program helps on:
 - a. Courtesies and manners.
 - b. Getting along with others.
 - c. Personal development.
 - d. Preparation for marriage.
 - e. Understanding ourselves.
- 5 - Establish and expand Senior 4-H clubs and programs.
- 6 - Greater emphasis on workshop or laboratory approach.
- 7 - Greater emphasis on group projects and activities as compared to individual projects and activities.
- 8 - Expand coeducational programs and activities.
- 9 - Leader training programs in "Understanding Young People".
- 10 - Regional and statewide All Star associations.
- 11 - Enlarge junior leader training program.
- 12 - Spread recognition among more.
- 13 - Expand youth opportunities in community projects.

Self Sufficiency.

"Opportunities for making own decisions, individually and as a group." and "Opportunities for achieving financial independence." were the definitions which were given for "Self Sufficiency".

As noted above, "Self Sufficiency" was one of the four areas in which 4-H programs were relatively most effective. (See Table 2). Table 7 shows that twenty-six of the state 4-H leaders rated their programs as good or very good.

Table 7. State 4-H Leaders Ratings of Their 4-H Programs for Effectiveness in Meeting the Need-Interest, "Self Sufficiency".

Rating	Number of States
Very Good	5
Good	21
Fair	16
Poor	1
No Answer	1

The Present Program.

The present 4-H programs reported as helping meet the need-interest, "Self Sufficiency", can be divided into four categories. These categories are: projects, planning and leadership responsibilities, experiences away from home and opportunities for expression.

The greatest strength of these programs is that every member can and does take part in at least one. However, the greatest limitation of these same programs is that many of the opportunities are limited in number and a few members are apt to receive most of these opportunities. Table 8 gives a more complete breakdown of these programs.

Projects were reported as an effective tool by twenty-four states. Financial independence and opportunity for planning and decision making were two ways in which projects were felt to be helpful in developing "Self Sufficiency". Not all projects provide opportunities for financial independence, although most of them do give the member a financial interest or some experience in managing money. It was felt that most every project did offer planning and decision making opportunities. It was pointed out that many projects are not on a business like basis because of members using and not owning projects, no satisfactory financial agreements with parents, and over-emphasis on showing. It was also reported that some members do not get to make their own decisions because of pressures from parents or leaders. Another limitation pointed out was the too stringent standards and requirements for projects.

Table 8. Program Tools Reported by State 4-H Leaders as Meeting the Need-Interest, "Self Sufficiency".

Program Tool	Number of States Reporting
Projects	24
Planning and Conducting Programs	20
Junior Leadership and Other Leadership Responsibilities	15
Camps	11
County 4-H Councils and Service Clubs	10
Fairs, State 4-H Weeks, Conferences	10
Demonstration Programs	6
Judging	5
Drama and Public Speaking	2
Officer Training Schools	1
Test Plots	1

Planning and conducting programs, junior leadership and other leadership responsibilities, and county 4-H councils and service clubs can all be considered as opportunities for planning and leadership responsibility. Planning and conducting programs was reported at club, county, district and state levels. Georgia was one of the states reporting the use of district and state councils in planning and conducting district and state events. Youth Extension Clubs in New Hampshire and other Northeastern states were excellent examples of planning by members at the club level. Other leadership opportunities in addition to junior leadership included officer and committee responsibilities on all organizational levels. The strengths and weaknesses of these programs seem to be dependent on the extent to which members were included in planning and carrying out programs. Planning and leadership opportunities above the local club level are necessarily limited in the number of members they can reach. At the local club level some states report that the programs are developed almost entirely by the members while other states report that members have very little opportunity to take part in planning the program.

Camps, fairs, state 4-H weeks, conferences and similar experiences were reported to be especially important in giving members experience on their own. They also provide some experience in planning and self-government. Also mentioned was the feeling of accomplishment of members

exhibiting at fairs. One of the very interesting programs reported was the Minnesota-Mississippi 4-H Exchange. Under this program about thirty-five Minnesota members spend a summer in Mississippi, living with 4-H members. The next year an equal number of Mississippi 4-H members spend the summer in Minnesota, living with 4-H members. This program is described as "One of the greatest contributors to the maturity of the participants".

Demonstrations, judging, and drama and public speaking were all felt to contribute to "Self Sufficiency". They provide opportunities for members to express themselves and to gain self-confidence. These programs also give opportunities for planning and decision making. Lack of opportunities would seem to be the major drawback to these programs.

Michigan reports that officer training schools have been helpful in this area.

In California older 4-H members cooperate with the Extension Service in putting out test plots to introduce new practices. Sacramento County has used this method successfully.

Suggested Programs.

Suggested programs emphasized expanding opportunities for members in project work and in responsibility for their own programs. Following is a summary of the suggested programs aimed toward self sufficiency:

1 - Projects.

- a. Greater emphasis on productive (earning) projects.
- b. Add projects in home management, time management and money management.
- c. Add project on accounts which will emphasize business side of club work. (Montana is working on this.)
- d. Liberalize project requirements.
- e. More emphasis on group projects.
- f. Better financing arrangements. (More parent-youth agreements or bank financing).
- g. Graduated program in major projects.
- h. Emphasis on practicality, not winning.

- 2 - Greater emphasis on member planned programs.
 - a. Program planning conferences for members.
 - b. Statewide program planned by members to meet their individual needs and interests.
 - c. Separate 4-H councils for leaders and members with joint coordinating executive committee.
- 3 - Junior Leadership.
 - a. Junior leadership clubs.
 - b. More intensive training including meetings on district and state level.
 - c. More responsibilities and opportunities in local clubs.
- 4 - More inservice training for agents, especially on using democratic procedures in working with youth.
- 5 - Give youth opportunity in Extension's new "Unit Approach".
- 6 - More opportunity in working with church.
- 7 - Senior 4-H Clubs.
- 8 - More effective leader training programs.
- 9 - Statewide summer camp.

Values to Live By.

"Values to Live By" was defined as "Opportunities for developing and crystallizing values, in both group and individual activities. Developing a philosophy of life."

"Values to Live By" was one of the need-interest areas in which 4-H programs are relatively effective. Table 2 shows it to rank third among the seven need-interest areas.

Table 9. State 4-H Leaders Ratings of Their 4-H Programs for Effectiveness in Meeting the Need-Interest, "Values to Live By".

Rating	Number of States
Very Good	4
Good	26
Fair	14
Poor	0
No Answer	0

Over two-thirds of the states rated their programs as good or very good in this area. (See Table 9). In no case did a state leader rate their program as poor.

The Present Program.

A wide variety of programs were suggested as being helpful in meeting the need-interest, "Values to Live By". This apparently reflects the comments of several of the state leaders in which they pointed out that values were interwoven throughout the entire 4-H program. They also pointed out that the members accepted these programs better since they were not so obvious.

The programs listed were said to build character, resolution, and resourcefulness and develop group spirit. The effectiveness of these programs would seem to depend to a large degree on the character and sincerity of purpose of club, county and state leaders. The need for program helps and suggestions was one of the major weaknesses of these programs. It was pointed out that these programs have an effect not only on the members but the community as a whole. The programs reported are summarized in Table 10.

Table 10. Program Tools Reported by State 4-H Leaders as Meeting the Need-Interest, "Values to Live By".

Program Tool	Number of States Reporting
Devotional Programs	25
Community Service Programs	20
Camps	20
Citizenship Programs	13
Emphasis on Philosophy and Objectives of	
Child Work	6
Junior Leadership	6
Awards Programs	5
State Events	5
Identification with Leaders, Agents	3
I.F.Y.E. Program	3
Projects	3
Conservation and Nature Study	3
Farm and Home Safety Program	2
4-H Ceremonials	2
Recreation, Handicraft, Music	2
Tests on Social Usage	1
Personality Improvement Program	1
All Stars	1

Devotional programs was the most frequently reported program tool. Observance of 4-H and Rural Life Sunday was included in many of the states' programs. Several states reported that devotionals were part of every 4-H meeting on club, county, district and state levels. Encouraging members to teach in Sunday School and work in their churches was also reported. Florida reports that classes are conducted at short courses and camps to train members in developing devotional programs. It was reported that these types of programs are very effective, especially for those who do not attend church regularly. Infrequency of 4-H Sunday programs was pointed out as the most obvious limitation to these programs.

One of the greatest values of community service programs is the emphasis on doing something for others. Cooperative activity and group spirit were other values frequently reported. It was pointed out that conflict can arise because of the differences in

viewpoint between adults and youth regarding what is needed for the community. Community service programs are many and varied. Missouri reports such activities as pond plantings, health clinics, rabies clinics and painting mailboxes. North Dakota reported rat eradication programs and Maryland reported March of Dimes and Highway Cleanup.

Camps were reported as being effective in many ways. Some of the more obvious values reported were devotionals, and vespers and campfire programs. Nature study and appreciation, citizenship training and discussions, training in and appreciation of recreation, handicrafts, and music, and experiences in group living were also reported frequently.

Citizenship programs included several kinds of activities. Tennessee reports a citizenship project and citizenship ceremonies at their state club congress. In North Dakota citizenship recognition services are held for members reaching legal age. Minnesota has a radio speaking program in which citizenship is stressed. Citizenship tours are reported in Maryland. Tulare County, California, has had successful citizenship discussion groups. Washington has prepared a bulletin of suggestions for citizenship programs. State leaders reported a need for expansion of citizenship programs. One limiting factor is the lack of program materials in this area.

Emphasizing philosophy and objectives of club work was achieved mainly by incorporating these principles throughout club work and by the leadership at all levels in club work. Good sportsmanship, ethics, family cooperation, and the value of work are values which can be achieved throughout club work.

Junior leadership was felt to be valuable because of the emphasis on helping others and the opportunities for discussions in this area of "Values to Live By".

Awards programs were mentioned as being effective by five states. The group system of awards was emphasized. Competitive awards help teach fair play; however, caution must be exercised against over-emphasis on winning. "Honor systems" in making awards was also reported as being valuable.

Identification with leaders, agents and older members was reported by three states as an important means of establishing values. This further points up the need for leaders and agents with desirable attitudes.

The I.F.Y.E. program was felt to be effective in two ways - in the sponsorship of the program and in a deeper appreciation of others and their way of life.

Projects were reported as effective because of opportunities to appreciate growing things and of high standards taught through project work.

Conservation and nature study, farm and home safety, and recreation, handicraft and music programs were said to develop desirable attitudes toward and appreciation of these fields. Conservation camps were reported as part of the conservation programs.

Candle lighting, initiation and graduation ceremonies were reported. Their major contribution was in highlighting values through the impressiveness of the ceremony.

"Tests on Social Usage" by McKnight and McKnight are used in Nevada and thought to be quite helpful.

A "Personality Improvement" program was reported by Oklahoma. Character and manners are two of the units in this program.

All-Stars were reported as being effective in the area of service programs.

Suggested Programs.

The suggested programs in this area, "Values to Live By", were for the most part rather vague and general. One state leader stated that he felt suggested programs were not applicable to this need-interest area, since "Values to Live By" should be injected into all phases of the 4-H program. This feeling and the generally high regard for present programs in this area may have been responsible for the many suggestions which seemed vague or encouraged expansion of present programs. Following is the summary of suggested programs in the need-interest area, "Values to Live By":

1 - Expand citizenship programs.

- a. Develop nationwide citizenship activity or project.
- b. Develop citizenship programs designed for local clubs.
- c. Develop program on the individual and his relationship to society including his opportunities and responsibilities.

- d. Develop series of discussion materials
- e. Develop program based on "developing greater statesmanship and a better knowledge of functioning of county, state, and national government."
- 2 - Expand community service programs.
 - a. Programs are needed which are adapted to older members.
- 3 - Stress democratic action.
 - a. Include parents in planning programs.
 - b. Greater member participation in planning.
 - c. Expand member leadership opportunities.
- 4 - Develop program in human relations.
- 5 - Use personality and aptitude tests.
- 6 - De-emphasis on high first prizes.
- 7 - Conservation discussion program.
- 8 - Develop project or activity and discussion materials in this area.
- 9 - 4-H Club safety essay contest.

Understanding Counsel:

"Opportunities for individuals to discuss their problems with other individuals, such as their leaders, and in groups," was the definition given to "Understanding Counsel".

"Understanding Counsel" would appear to be a need-interest area in which 4-H programs are relatively ineffective. (See Table 2). Table II also points up the relative ineffectiveness of 4-H programs in this need-interest area. Over three-fourths of the states rated their programs as fair or poor. One of the problems encountered in rating programs in this area was the difficulty in determining the importance of indirect counseling by local leaders and agents.

Table 11. State 4-H Leaders Ratings of Their 4-H Programs for Effectiveness in Meeting the Need-Interest, "Understanding Counsel".

Rating	Number of States ⁶
Very Good	1
Good	9
Fair	22 $\frac{1}{2}$
Poor	9 $\frac{1}{2}$
No Answer	2

The Present Program.

The number of program tools reported and the comments of state leaders reflected the low effectiveness rating given to programs in meeting the need-interest, "Understanding Counsel". Three important limitations of these present programs were reported. Many of the opportunities in these programs are on an individual or selected few basis. Secondly, agents are hesitant to move into this area. Most agents have been trained in home economics or agriculture and have little or no training in guidance or counseling techniques, except that gained through experience. The third limitation pointed out was the differences in problems facing young people. Group programs are difficult or an impossibility where a wide variation in ages occurs. Problems of individuals of the same age and sex also vary.

Table 12 summarizes the different program tools reported as effective in meeting the need-interest, "Understanding Counsel". A considerably fewer number of programs were reported compared to the need-interest areas discussed above.

⁶ Girls 4-H program and boys 4-H program were given different ratings in one state, accounting for the "one-half state" in the number rating programs as fair and poor.

Table 12. Program Tools Reported by State 4-H Leaders as Meeting the Need-Interest, "Understanding Counsel".

Program Tool	Number of States Reporting
Adult Leadership and Counseling	17
Member Leadership	10
District and State Events	7
Camps	4
Tours	4
County and Local Club Discussions	3
Personality Improvement and Personal Development Programs	2
Group Living Project	1
Public Speaking	1

Adult leadership and counseling was the most frequently listed tool. In most instances counseling was not done as part of an organized program but was done when requested or as a result of farm and home visits by agents or leaders. The local leader through his contacts with club members has many opportunities. Several states reported that leaders received some guidance training at leader training meetings. Minnesota leaders discussed "Understanding the Variations of Young People in Their Development and Needs" at county 4-H leaders institutes conducted in 1953. Michigan leaders have opportunities to work on their problems in their county, district and state leaders councils. Other states reported inservice training of agents at district and state conferences.

Junior leadership made up most of the programs reported under member leadership. Also included were county councils and leadership classes. Opportunities to work closely with leaders, personal growth, discussions at junior leader meetings and junior leadership clubs were felt to be important parts of these programs.

District and state events provided opportunities for classes and discussions concerning "Boy-Girl Relationships", "Understanding Ourselves", "Social Courtesies" and similar topics. Club congress, short course, round-up and council meetings were some of the district and state events at which these classes and discussions were held. Dr. Evelyn Mills Durval and Dr. Grace Overton were two of the resource

people who have participated in these programs. State leaders felt that these programs were very valuable although limited in the number of members that could be reached.

Camps were reported as giving some opportunities for counseling and discussion, in this way helping to meet the need-interest, "Understanding Counsel".

Tours reported were all of a vocational nature. These provide help in only one area of guidance and counseling. They are discussed more fully under "Vocational Exploration".

Group discussions at county and club levels on subjects relating to "Understanding Counsel" were mentioned by three states. Ventura County, California, has had successful personal development discussion groups. Local clubs in Vermont have made use of a bulletin, "As Others See You". Maryland reported good discussions at older youth group meetings with members selecting their own topics.

Personality improvement and personal development programs were reported in Oklahoma and West Virginia. "Personality Improvement" was introduced in Oklahoma in 1954 for 4-H members of high school age. This program included units on "Understanding Myself" and "Relationships with Others". Members use a workbook and rate themselves at the beginning and end of the year. Group discussions for participants were held on a district basis and included such topics as "Boy-Girl Relationships" and "Career Preparation". Oklahoma 4-H leaders reported that this program probably involves the entire family more than any other program carried on in club work. As yet not enough members are being reached and the program needs strengthening on the club and county level.

The West Virginia Charting Program is a personal development program. It, too, makes use of a workbook. The seven units included in this program are "Vocational Exploration", "Life Enrichment", "My Community", "Getting Along With Other People", "Work and Skills", "Health", and "4-H Club Information". The person in charge of charting makes recommendations to the members in each of the seven areas. Those enrolling in this program attend classes at county camps.

Wyoming reports a "Group Living" project which has been of considerable help in this area.

Public Speaking was reported as an effective tool in one state. No comments were made.

Suggested Programs.

Training programs for leaders and agents in human relations and counseling and guidance techniques were suggested by several states as an effective program tool to meet the need-interest, "Understanding Counsel". This reflects the feeling of state leaders, expressed above, that agents and leaders are well trained in agriculture and home economics, but feel hesitant or insecure in this area. 4-H work is organized to work effectively in this area if agents and leaders are adequately trained. Following are the suggested programs in this need-interest area, "Understanding Counsel":

- 1 - Training programs for agents and leaders in:
 - a. Counseling with members.
 - b. Human relations, including understanding of boys and girls.
 - c. In group discussion techniques.
- 2 - Junior leadership programs.
 - a. Workshops in career preparation, leadership, and boy-girl relationships.
 - b. More junior leader clubs.
- 3 - Employ state "Family Life" specialists to:
 - a. Train 4-H leaders and agents.
 - b. Provide leadership for programs in family and boy-girl relationships.
- 4 - New Program emphasis for older members to include discussions and counseling in:
 - a. Vocations.
 - b. Marriage.
 - c. Boy—girl relationships.
 - d. Understanding ourselves and others.
- 5 - New projects in this area, such as "4-H Party Time" and "When You Step Out" being started in Pennsylvania.

- 6 - Proper use of the awards program - emphasis on doing a job well, not the award.
- 7 - More boy-girl activities.
- 8 - Closer working relations with professional guidance and counseling.
- 9 - Include parents in planning.
- 10 - Public speaking programs.

Recreation

"Recreation" was one of the two need-interest areas which had been listed as needs-interests of young adults⁷ by the Division of 4-H and YMW Programs, Federal Extension Service. The five need-interest areas discussed above were listed as needs-interests of adolescents.

"Recreation" was defined as "Opportunities for planning and participating in 'homemade' recreational activities, some of these activities being individual and some in groups."

Table 2 shows Recreation to rank first in relative

Table 13, State 4-H Leaders Ratings of Their 4-H Programs for Effectiveness in Meeting the Need-Interest, "Recreation".

Rating	Number of States
Very Good	7
Good	28
Fair	7
Poor	2
No Answer	0

effectiveness with which 4-H programs are meeting each of the need-interest areas. Almost four-fifths of the state programs were rated good or very good in this area as shown in Table 13.

⁷ Federal Extension Service, USDA, Tooling Up For the Job, p. 3 Washington, D. C., 1954, ..

The Present Program.

The kinds of program tools reported as being effective did not vary as greatly as those reported for most of the other need-interest areas. (See Table 14). This can probably be attributed to the fact that "Recreation" is more easily defined than other need-interest areas. In addition, a number of these programs have been used for many years with good results. Strengths of these programs include development of leadership, increased interest by members, opportunities for all to participate, development of healthy attitudes, development of good sportsmanship, and bringing fun into life. Weaknesses reported include the need for agents to be trained in recreation, some cases of over-emphasis of recreation, and difficulties in providing recreation interesting to all age groups.

Thirty-three states reported some recreational training schools. (See Table 14). Training schools were held at community, county, district and state levels. Music, drama, crafts, square and folk dances, camp administration, camp counseling, homemade games, and

Table 14. Program Tools Reported by State 4-H Leaders as Meeting the Need-Interest, "Recreation".

Program Tool	Number of States Reporting
Recreation Training Schools	33
Organized Recreation at 4-H Meetings	20
Camps	19
County and Community Social Events	15
Talent Shows - Music, Drama, and Folk Festivals	11
Projects	2
Softball Leagues	2

leadership were reported as part of these schools. Training was given at junior leadership meetings, officer training schools, camps and state round-ups, as well as at special recreation training schools.

Organized recreation at 4-H meetings was reported most frequently at the local club level but also included recreation at county, district and state meetings. Definite recreation periods for games, square and folk dancing, singing and crafts were reported. Starters, stretchers, and socializers were devices also used.

Camps were reported by eighteen states. Most of the states reported camps as recreation periods while others reported camps because of training given in recreational leadership. Separate camps for junior and senior members were felt to be important.

County and community social events included tours, picnics, parties, banquets, play days, square and folk dances, and recreational nights. Some states reported that parent participation in many of these events was excellent.

Talent shows and music, drama, and folk festivals were held on club, county, district and state levels.

West Virginia and Washington reported projects in recreation. Washington has two projects - "Fun with Your Friends and Family" and "Recreational Leadership". These projects are for individual members or groups.

Two states reported softball leagues which included county, district and state competition.

Suggested Programs.

The programs suggested in the need-interest area, "Recreation", would indicate that the greatest need in this area is to expand the present programs to make them more effective. Several suggestions were made placing greater emphasis on family recreation. Following is a summary of the suggested programs:

- 1 - Emphasize family recreation programs.
- 2 - Separate junior and senior programs.
- 3 - Project in recreation.
 - a. Develop guide for project.
 - b. For junior leaders.
- 4 - State specialists in recreation, music and drama.
- 5 - Areas needing development.
 - a. Hobbies.
 - b. Handicraft.
 - c. Outdoor cookery.
 - d. Training in folk and square dance leadership.

- 6 - County personnel need more training in recreation and camp administration.
 - a. Courses as part of curriculum for students planning career in Extension work.
 - b. Inservice training.
- 7 - Recreation teams on club, community, and county levels.
- 8 - State and national awards comparable to other phases of club work.
- 9 - Scholarships for junior leaders to attend recreation training laboratories.
- 10 - Expand number of county training schools.
- 11 - State 4-H folk festivals.

Choosing A Mate.

"Choosing a Mate" is one of the two need-interest areas listed for young adults which was included in the study.⁸ This need-interest area was defined as "Opportunities to meet and participate in activities with members of the opposite sex. These activities to include study, work, recreation, and discussion of the future."

"Choosing A Mate" is an area on which 4-H programs do not concentrate. Table 2, which shows "Choosing A Mate" ranking last in the effectiveness with which 4-H programs have been meeting needs-interests, illustrates this point. Table 15 shows over three-fourths of the states that answered the question rated their programs as fair or poor. Eight states did not answer this question. It might be assumed that they had no effective program in this area or felt that this need-interest area was unimportant.

⁸ Federal Extension Service, USDA, Tooling Up for the Job, p. 3, Washington, D. C., 1954

Table 15. State 4-H Leaders Ratings of Their 4-H Programs for Effectiveness in Meeting the Need-Interest, "Choosing A Mate".

Rating	Number of States
Very Good	0
Good	8
Fair	18
Poor	10
No Answer	8

The Present Program.

Present programs are limited in number and scope. They were criticized for reaching too few members, being unplanned, and not being specific. It was pointed out that programs in this area require the very best leadership, trained in human relations. Programs in the need-interest area, "Choosing A Mate", stimulate interest, develop wholesome attitudes, broaden acquaintances, and are adapted for older members. It would seem to be a necessity to have separate senior member meetings. Present programs are summarized in Table 16.

Table 16. Program Tools Reported by State 4-H Leaders as Meeting the Need-Interest, "Choosing A Mate".

Program Tool	Number of States Reporting
Coeducational Programs	17
State Events	15
Discussions	10
YMW Programs Reaching 4-H Members	2
Personality Improvement Program	1
Demonstrations	1
The Entire Older Member Program	1

Coeducational programs referred to the way in which 4-H is organized, giving opportunities for both sexes to meet together. Many different types of 4-H activities were mentioned, including

meetings, camps, and social activities.

Fifteen states reported state events at which speeches and discussions in this area were included in the program. Missouri reported that Dr. Clark Ellzley gave a series of four lectures at a meeting of their junior leaders. Camps, leadership schools, short courses, and club weeks were some of the state events reported. These programs were all felt to be worthwhile but limited as to the number of members that could be reached.

Discussions reported were all with older member groups such as 4-H service clubs, county councils, builders clubs, junior leadership clubs, camps, senior 4-H clubs and Extension youth clubs. Two states reported that older members were being reached through programs conducted in YMW Clubs.

Oklahoma reported their "Personality Improvement" program as being effective in the need-interest area, "Choosing A Mate", while Alabama reported demonstrations on dating, manners and growing with friends.

Suggested Programs

Older member clubs and development of program materials were emphasized as suggested programs in the need-interest area, "Choosing A Mate". Perhaps some provision should have been made for state leaders to indicate whether or not they felt programs were necessary in this area since there may be some difference of opinion.

The suggested programs are summarized below:

- 1 - A national committee working with someone like Dr. Grace Overton should prepare materials on "Choosing A Mate" for local leaders' use.
- 2 - Junior and senior 4-H clubs, with all senior clubs being coeducational.
- 3 - Projects.
 - a. Dealing with personality development, manners, dating, boy-girl relationships, courtesies, etc.
 - b. Group living Project - being tried in Wyoming.

4 - State "Family Life" specialists.

- a. To assist in training agents and leaders.
- b. To develop discussion outlines, suggest films and outline possible programs.

5 - Overall program of preparing for the role of an adult to include:

- a. Selection of mate.
- b. Planning for marriage.
- c. Getting started in a career.

6 - Study groups on "Your Future in Farming", embracing all aspects of farm, home and family.

7 - Classes and discussions at short courses.

8 - Expand junior leadership groups.

9 - Demonstrations in this area.

SUMMARY AND DISCUSSION

4-H programs have undergone many changes since the early days of the corn and canning clubs. Accompanying these changes and responsible for many of them have been the changes in and the tremendously increased complexity of today's society. At no time in the history of the world, as in the last half century, has there been such a change in communications, living habits, etc. with their resulting impacts on culture. In the United States these changes have probably had their greatest effect in the rural areas.

As cultures change and become more complex, the need of youth to learn the ways of their society and become mature adults does not change; however, the means by which youth achieve maturity do change as cultures change. A realization of this principle has undoubtedly brought about many of the changes in 4-H club work. Failure to recognize this principle by changes in program content and methods can mean disaster to any voluntary educational program.

Some very important cultural changes have come out of this last half century of change. Principal among these changes have been the increased importance of the peer group and the increased independence

of young people. The need to change 4-H programs to meet these cultural changes was recognized by state 4-H leaders in their recommendations of suggested 4-H programs. Programs suggested that would recognize importance of the peer group and desire for independence included: expansion of junior leadership programs and other opportunities for responsibility; separate coeducational clubs for junior and senior members; emphasis on group projects and activities; increased use of discussions and need for more discussion materials; more program planning by members; programs in personality development and improvement; and spreading recognition through group awards. These programs were mentioned in several of the need-interest areas pointing up the need to include them in 4-H programs.

State 4-H leaders, also, illustrated their recognition of the need to keep abreast of cultural changes by recommending that agents and leaders be given training in areas other than agriculture and home economics. The areas of human relations and understanding young people receive special emphasis.

A study of this nature cannot give conclusive answers. It can only help in giving some direction to programs and in raising questions that need to be answered.

Several 4-H programs, such as demonstrations, fairs, and rally days, were reported only a few times as being effective in meeting needs-interests. This raises some questions. Are the programs, which were reported infrequently, unnecessary? Or were the need-interest areas too limited? Or should 4-H programs be analyzed on the basis of what they do to the individual as a whole rather than if they meet a specific need-interest?

What are the real need-interest areas for young people? This is a question that many have worked on but as yet no satisfactory answer has been reached. The easy and obvious answer would be to ask the young people themselves. How to conduct such a study is the difficult problem. Conducting club work in selected areas where the group selects their own standards might give some answer to this question.

Assuming the seven areas studied are the real need-interest areas and 4-H club programs are organized to do reasonably well in effectively meeting these needs-interests, why aren't more young people participating? Are these needs-interests being met elsewhere to the greater satisfaction of the young people? In many instances school, church, and other activities are already using the free hours of young people. Are these programs more effective? If they are, why are they? Studying the leisure hour activities of young people in formal and informal groups might help to provide the answers.

In some states the Extension Service has sponsored youth programs for single young men and women above high school age. These programs have had four objectives - education, recreation, community service, and leadership. Today there are indications that young people are becoming more mature, socially and educationally, at an earlier age. Perhaps these programs could be adapted to senior 4-H clubs. However, these programs have not been entirely successful.

Many more questions need to be raised and studied. 4-H and other youth programs are faced with the problem of how to reach older young people. This question requires the best possible answer. Upon this answer rests not only the future of 4-H work but, more important, of youth.

